

# The Village Nursery

Village Nursery, 194-196 Lytham Road, BLACKPOOL, FY1 6EU

<b>Inspection date</b>	19/09/2012
Previous inspection date	12/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Nursery staff use their knowledge and experience to ensure that children's individual needs are well met.
- Staff highly value working relationships with parents and endeavour to keep parents informed of their children's progress using a variety of different methods. For example, daily diaries and verbal feedback.
- Staff work well with other professionals. Forming strong relationships which support children's development and well-being.
- Management systems ensure that documentation, policies and procedures are regularly reviewed. This ensures that self-evaluation maintains consistent developments in practice.
- Staff regularly observe children and plan their next steps. This ensures that children are working towards the early learning goals.

### It is not yet outstanding because

- Current routines do not allow children to build their independence skills throughout all aspects of the day. This impacts on children acquiring skills for the future.
- Current resources do not include dual language books. This impacts on children valuing equality and diversity.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children throughout the nursery in all rooms and all areas.
- The inspector spoke with the owner, manager, key persons and staff to discuss practice, policies and procedures.
- The inspector spoke with two parents to gain parents views of the provision.
- The inspector and manager looked at children's developmental files to discuss observations, assessment, next steps and self-evaluative practice.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

The Village Nursery was registered in 2008. It is situated in the south shore area of Blackpool. The nursery opens Monday to Friday and operates for 51 weeks of the year from 8am until 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. A maximum of 49 children within the early years age range may attend at any one time. There are currently 43 children on roll. The nursery supports children with special educational needs and/or

disabilities and children who speak English as an additional language. The nursery offers a collection service using the mini bus. The setting offers a baby unit and toddler room on the ground floor and a pre-school unit on the first floor. There is an outdoor area to the rear and side of the nursery.

The nursery employs nine members of childcare staff. Two members of staff hold a degree in early childhood studies, one member of staff holds Early Years Professional Status, one member of staff holds a level 4 qualification and all other staff hold appropriate early years qualifications at level 3. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop independence with pre-school children during lunch time, for example, by setting the table and serving themselves independently
- develop children's understanding of the world by increasing access to dual language books.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children really enjoy being in the nursery and are familiar and secure in its routines because the staff work well as a team to support children's individual needs. All children are making good progress towards the Early Learning Goals because the staff use their knowledge of each individual child to plan activities they will enjoy. Staff observe children regularly and record their progress before identifying what they need to do next. Staff ensure that activities are purposeful for each child and developmentally appropriate. Staff have high expectations of all children and use their skill to question and give explanations to children to develop their learning. Comprehensive teaching programmes and skilful staff support all children in their achievements through the early learning goals.

Educational programmes cover the seven areas of learning, offering challenging experiences which engage children in learning. The nursery uses a range of strategies to support learning. For example, the pre-school room has a 'communication area'. This is a space where children can develop their language and communication skills, independently accessing books and using puppets to act out different scenarios. Younger children make their needs known very well by pointing and imitating the sounds and language of staff caring for them. Children have plenty of opportunities to try out their early writing and drawing skills. For example, children draw patterns in wet sand, use brushes and water in

the outdoor area to 'paint' walls and use chunky pens to make cards for special occasions.

Children are beginning to recognise shape by using resources, such as shape sorters and peg boards. This allows children to develop their critical thinking and solve problems independently. The nursery promotes children's knowledge and understanding of the world through a variety of activities, such as making pizzas, using play dough and playing with objects from 'real life' in the role play area. This allows children to begin to understand how objects are used, which will support children in developing their skills as they prepare for school. Staff encourage independence throughout the nursery. However, pre-school children have limited opportunities to develop their own independence during lunch times, as staff serve meals and drinks, this is a missed learning opportunity.

Children take part in celebrations from other cultures and access a range of resources which promote equality and diversity. This allows children to consider similarities and differences and teaches them about other cultures and beliefs. However, access to dual language books is limited, this has a negative impact as some children who attend the nursery speak multiple languages. The key person system works well. Staff work hard to ensure that parents are fully informed of their child's development and contribute to development files. Parents contribute to initial assessments when children start at the nursery and are kept informed of their child's progress through daily diaries, newsletters, review meetings and feedback from staff when children's progress is tracked every term. Parents share information verbally, by using the suggestion box or by completing questionnaires. This ensures that the key person can offer a continuity of care between home and nursery which supports learning and individual need.

### **The contribution of the early years provision to the well-being of children**

Children are happy and secure in the nursery exhibiting good relationships with staff. For example, babies are easily soothed by their key person if they become upset, showing that secure attachments have been developed. Children enjoy their time at nursery participating in a wide variety of fun and challenging activities. Children are achieving well and all are working towards achieving the early learning goals. For example, children choose to play with small world resources and use construction blocks to build a tower. Children independently access resources which supports them in their next stage of learning. Staff are good role models, giving clear guidance and a consistent approach in supporting positive behaviour. Children behave well in the nursery, listening to staff and playing co-operatively with their peers.

Children stay safe by having a safe environment and a caring staff team who undertake daily assessments to keep risks at a minimum. Children are happy and confident, showing that they are secure in their surroundings. Children are encouraged to learn about healthy lifestyles through outdoor play, walks in the local environment and eating healthy food. Children make a positive contribution through celebrating a range of festivals and accessing resources which support inclusive practice. Children are beginning to gain an awareness of themselves and others. Children are developing skills to support them in

their future lives. For example, by playing with 'real life' tools during play and accessing a wide range of cause and effect toys. This promotes children's knowledge of understanding the world around them. Children are well prepared for the next stage in their learning by well organised transitional procedures. For example, reception class teachers are invited into nursery to meet children and undertake discussions with the child's key person. This ensures that appropriate support can be given to children by all providers to support with individual needs.

### **The effectiveness of the leadership and management of the early years provision**

The nursery staff have a secure knowledge of the Early Year's Foundation Stage and use this well to support children in their learning and development. The environment is organised well, offering babies, toddlers and pre-school children their own designated rooms. Children play together in the outdoor area or when going on trips in the local area. The nursery is well resourced with a range of toys that support children across different ages and different stages of development. Resources engage children and support them to solve problems so that they build their skills. For example, babies use play gyms, toddlers explore treasure baskets and pre-school children play games to build their knowledge of number and letter recognition. The staff understand their responsibilities in meeting the learning and development requirements and consistently assess and monitor learning programmes and children's progress to ensure that children progress through the early learning goals.

The manager and staff self-evaluate their practice which highlights strengths and weaknesses in the nursery provision. Once weaknesses have been identified, staff then develop actions to undertake which will bring about continued improvements. For example, staff would like to develop the nursery website and attend further training opportunities. This is good practice as it means that staff are continually looking for ways to improve nursery provision for the children.

There are effective performance management systems in place. The management team undertake regular staff appraisals, all staff attend regular staff meetings and staff attend further training opportunities to ensure that they continue to develop their professional skills. New members of staff and students 'shadow' more experienced staff which means that their practice is monitored to assess their knowledge, understanding and practice. This mentor support has a positive impact on improving practice. Children are safeguarded and well protected in the setting because staff have a good knowledge of safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned with a child's welfare.

Children are supervised well and are vigilant in ensuring that children stay safe. For example, by using camera images throughout the nursery and ensuring gates are locked before playing outside. Staff undertake daily safety sweeps to ensure that the indoor and outdoor area is safe for use. For example, staff look for rubbish in the outdoor area and check resources to ensure they are clean. Written risk assessments are in place, which are regularly reviewed to ensure that risks are identified and evaluated. This means children

are well protected on and off the premises and when undertaking trips and outings. The nursery keeps thorough records of accidents, medication, and attendance to further protect children and promote their welfare. Staff have strong relationships with parents. Parents are involved in the nursery by having a parent's notice board, volunteering to help on outings and the development of a parent's book club. Parents are very complimentary about the staff and care provided in the nursery. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY369663
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	850319
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	43
<b>Name of provider</b>	The Village Nursery (Fylde) Ltd
<b>Date of previous inspection</b>	12/08/2009
<b>Telephone number</b>	01253 349710

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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